

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Subchapter 8 <u>New Curricular Program</u>		
10.58.802 STANDARDS FOR APPROVAL	10.58.802 STANDARDS FOR APPROVAL <u>OF NEW CURRICULAR PROGRAMS</u>	
(1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. That statement shall include the program's assumptions, rationale, and objectives.	(1) The unit <u>provider</u> shall provide a clear statement justifying presents justification of its <u>the</u> request for the approval of a new, innovative, or experimental <u>curricular</u> program. That statement shall include the program's assumptions, rationale, and objectives.	
(2) Each program shall:	(2) Each program <u>The provider</u> shall:	
(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:	(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall: <u>(a) describes the purpose, need, and objectives of the program and the impact on PK-12 education;</u>	
(i) be prepared cooperatively by the agencies concerned with teacher education;	(i) be prepared cooperatively by the agencies concerned with teacher education	
(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and	(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and	
(iii) be available in writing;	(iii) be available in writing;	
	<u>(b) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of PK-12 school curriculum;</u>	
	<u>(c) works cooperatively with accredited school districts, education organizations, agencies, and PK-20 stakeholders to design the program;</u>	



Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
	<u>(d) implements, assesses, and evaluates the program's impact on the identified PK-12 needs;</u>	
	<u>(e) provides regular and systematic reports of the program's impact on PK-12 education to the state superintendent, and the Board of Public Education; and</u>	
	<u>(f) updates and maintains program information on its Web page.</u>	
	(b) <u>(3) The provider:</u>	
(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:	(b) include articulation of the competencies teachers need in this area. This statement of competencies shall: <u>(a) articulates initial or advanced candidates' learning expectations pursuant to ARM 10.58.300s and 500s and ARM 10.58.600s – 700s;</u>	
(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;	(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;	
(ii) be based on the program's statement of objectives outlined in (2)(a); and	(ii) <u>(b) aligns learning expectations and outcome assessments to the program objectives; be based on the program's statement of objectives outlined in (2)(a) ; and</u>	
(iii) be available in writing;	(iii) be available in writing;	
(c) include a description of the process used to prepare personnel;	(c) include a description of the professional learning process, plan and timeline used to prepare personnel;	
(d) develop provisions for keeping records of the students' progress in the program;	(d) develop the provisions for keeping records of the students' <u>establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's records of the students' progress in the program;</u>	



Institutional Report

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(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;	(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;	
(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;	(f)(e) be <u>ensures that the program is supported by identifiable human and physical resources that will be available throughout the duration of to the program, and.</u> Any R_resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;	
(g) include a timetable setting forth:	(g) include <u>creates a timetable setting forth: that includes</u>	
(i) the program's beginning and ending dates;	(i) the program's <u>proposed implementation beginning and ending dates;</u>	
(ii) the sequence of activities that will occur;	(ii) the sequence of activities that will occur _;	
(iii) selection and schedules of intervals for competency and program evaluations; and	(iii) selection and schedules <u>of regular and systematic of</u> intervals for of competency <u>candidate</u> and program evaluations _; and	
(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and	(iv) the approximate dates for submitting <u>periodic the program plan, timeline, and reports for program approval</u> to the appropriate institutional officials and to the superintendent of public instruction; and	
(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:	(h) <u>ensures</u> that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall :	
(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;	(i) <u>align to initial or advanced standards pursuant to ARM 10.58.300s – 500s and ARM 600s – 700s</u> be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported; and	



Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
(ii) give information that identifies areas in the program that need strengthening; and	(ii) give information that identifies areas in the program that need strengthening; and	
(iii) be used to suggest new directions for program development.	(iii)(ii) be used to suggest new directions for ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development.	
(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	(3) The preparing institution <u>provider</u> shall be responsible for the administration of <u>establish and administer</u> the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121 MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		